DOCUMENT RESUME

ED 364 198 IR 016 282

AUTHOR	Duffy, Thomas M., Ed.; Jonassen, David H., Ed.
TITLE	Constructivism and the Technology of Instruction: A Conversation.
REPORT NO	ISBN-0-8058-1272-5
PUB DATE	92
NOTE	221p.
AVAILABLE FROM	Lawrence Erlbaum Associates, 365 Broadway, Hillsdale, NJ 07642 ($24.95).
PUB TYPE	Books (010) -- Collected Works - General (020)
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	Cognitive Psychology; *Constructivism (Learning); Educational Strategies; *Educational Technology; Epistemology; Evaluation; Hypermedia; *Instructional Design; Learning Processes; *Learning Theories; Research; Research Utilization
IDENTIFIERS	Cognitive Flexibility; Front End Analysis; Knowledge Representation

ABSTRACT

The essays in this book form a dialogue between instructional developers and learning theorists about the implications of constructivism for instructional design practice. Following an introduction entitled "Constructivism: New Implications for Instructional Technology" (Thomas M. Duffy and David H. Jonassen), the papers are divided into four major sections: (1) Constructivist Perspectives, including "Theory into Practice" (Anne K. Bednar, Donald Cunningham, Thomas M. Duffy, and J. David Perry), "Assessing Constructions and Constructing Assessments" (Donald J. Cunningham), "Technology Meets Constructivism" (David N. Perkins), "Cognitive Flexibility, Constructivism, and Hypertext: Random Access Instruction for Advanced Knowledge Acquisition and Ill-Structured Domains" (Rand J. Spiro, Paul J. Feltovich, Michael J. Jacobson, and Richard L. Coulson), and "Technology and the Design of Generative Learning Environments" (Cognition and Technology Group at Vanderbilt University); (2) Instructional Technology Perspectives, including "An Instructional Designer's View of Constructivism" (Walter Dick) and "Constructivism and Instructional Design" (M. David Merrill); (3) Clarifying the Relationship, including "Some Thoughts about Constructivism and Instructional Design" (Cognition and Technology Group at Vanderbilt University), "Knowledge Representation, Content Specification, and the Development of Skill in Situation Specific Knowledge Assembly: Some Constructivist Issues as They Relate to Cognitive Flexibility Theory and Hypertext" (Rand J. Spiro, Paul J. Feltovich, Michael J. Jacobson, and Richard L. Coulson), "Attempting to Come to Grips with Alternative Perspectives" (Thomas M. Duffy and Anne K. Bednar), "Evaluating Constructivist Learning" (David H. Jonassen), "Reflections on the Implications of Constructivism for Educational Technology" (Charles M. Reigluth), "In Defense of Extremism" (Donald J. Cunningham), and "What Constructivism Demands of the Learner" (David N. Perkins); (4) Reflections on the Conversation, including "Constructing Constructivism" (Catherine Fosnot), "The Assumptions of Constructivism and Instructional Design" (William Winn), "Constructive Criticisms" (Brockenbrough S. Allen), and "An Eclectic Examination of Some Issues in the Constructivist-ISD Controversy" (Sigmund Tobias). Author and subject indexes are included. Contains 345 references. (KRN)

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